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teeth; the furnishing of a toothbrush to every child—the brushes to be properly tagged and kept by themselves in a special receptacle and washed and sterilized by steam or alcohol after each use; the conducting of a daily toothbrush drill; and the appointment of a trained nurse in every grammar school to have charge of the cleansing and sterilizing of the brushes, and of the toothbrush drill, besides the usual duties assigned to school nurses.

It will be some time before such a plan can be fully carried out in the schools. Meanwhile, there is a great need for a broad campaign of education in the importance of mouth hygiene. This excellent book should be instrumental in arousing interest in the subject and in disseminating knowledge concerning the ways and means of securing practical results.

Elementary Biology, Animal and Human. By JAMES EDWARD PEABODY and ARTHUR ELLSWORTH HUNT. New York: Macmillan, 1912. Pp. 212.

This volume exemplifies the modern viewpoint in science teaching to high-school students who either will not go to college or if they take a college course will not specialize in scientific subjects. The authors state that “the primary emphasis should be placed on the many relations of biology to human welfare.” This idea supersedes the plan of the older textbooks to give a complete survey of the elements of a science without regard for the applications of the knowledge gained to the problems of everyday life.

Limitations of time compel a rigid and somewhat narrow selection of groups for extensive study, and only those functions of each animal are considered which have some relation to human biology, or which have a broad, economic bearing. Thus insects are discussed largely because of their injurious or beneficial effects upon mankind; birds and fishes, because of their economic importance, and because of the great need of their conservation; and one-celled animals because of the light they throw on cellular processes.

The same plan is followed in the section on human biology. “The authors believe that in this, the most important part of the course, practical hygiene should be taught as effectively as possible.”

The selection and arrangement of material and illustrations are very good, and the presentation is clear and interesting. The information is in general accurate, but one finds a few statements open to criticism. On pp. 119–20: “After violent exercise this organ may beat as often as twice a second”; p. 120: “These often result in permanent thickening of the walls of the valves of the heart”; p. 133: “The second wind that the runner gets after a short time is due to the expansion of all portions of the lung tissue”; p. 136: the Sylvester method of artificial respiration is described and no mention made of the newer and better Schaefer prone-pressure method.

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